

# Connecting Indicator 8 Family Engagement to the RDA: PCSA Process

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# Session Objectives

**Participants will:**

- **become familiar with the RDA: PCSA vs Indicator 8 Comparison Crosswalk document**
- **learn how matching the school's efforts to document services along with documenting the engagement of families is possible**
- **understand how aligning the family engagement survey to PCSA components allows the school district to better prepare for fulfilling the expectations of quality services**

# What is the RDA: PCSA?

**Results Driven Accountability - Procedural  
Compliance Self Assessment Standards  
and Directions Document**

[PCSA 2019 Standards and Directions](#)

# Indicator 8 Family Engagement Survey

Percent of parents with a child receiving special education services who report that schools facilitated family engagement as a means of improving services and results for children with disabilities.

- [School-Aged](#) Survey
- [Preschool](#) Survey

# RDA: PCSA & Indicator 8 Comparison Crosswalk

- Links PCSA standards to Indicator 8 survey statements
  - [PCSA vs Indicator 8 Comparison Crosswalk](#)
- Each survey statement has suggested improvement strategies and resources to improve engagement of families/students.
  - [Indicator 8 Suggested Activities](#)

# How Can School Districts Use The RDA: PCSA & Indicator 8 Comparison?

- The Indicator 8 Survey is NOT done in isolation, but can be used in conjunction with the RDA: PCSA.
  - Can inform the RDA: PCSA Process
- Additional data for consideration in Family Engagement Planning
  - PD for staff
  - Changes in practices & procedures

# PCSA & Indicator 8 Comparison Document Example

**PCSA Standard IEP-13: If the student has a disability related need affecting reading, the statement of supplementary aids and services designed to address the need must be stated in a manner appropriate to the service and must include anticipated frequency, including the amount.**

# RDA: PCSA Standard IEP-13 links to...

## ➤ Indicator 8 Statements:

- 10. In IEP meetings, we discuss different options for my child's special education services.
- 13. In IEP meetings, we discuss how accommodations or modifications will help my child.
- 14. School staff clearly explain when and where my child will receive special education services and supports.
- 21. My child receives the services, accommodations, modifications, and supports that are written into their IEP.

# Strategies & Resources to improve PCSA IEP-13 and Indicator 8 statements 10, 13, 14, and 21

## Resources:

- a. DPI Information Update Bulletin 10.07 - Describing Special Education, Related Services, Supplementary Aids and Supports, and Program Modifications and Supports for School Staff - <https://dpi.wi.gov/sped/laws-procedures-bulletins/bulletins/10-07>
- b. Center for Technology & Disability: <http://ctd4teachers.com/>
- c. Additude Magazine 40 Winning Accommodations for Students with ADHD or SLD: [AdditudeMag](#)
- d. PACER School Accommodations & Modifications: Parent & Child Checklist - [Accommodations & Modifications](#)
- e. [Accommodations and Modifications for Students with Disabilities by ECAC.org](#)

## Strategy/Activity to Address

- a. Spend some time reviewing the "individualized" aspect of the IEP.
- b. Discuss the concerns and goals. Suggest different approaches or options for addressing them.
- c. Consider both family and staff expertise to find the best option for the student.
- d. Clarify the difference between accommodations and modifications and discuss what would be appropriate for the child.
- e. Seek information from families about accommodations or modifications that might already work for the student in home and community settings. Use the [Family Student Snapshot](#)
- f. Use the CCR IEP [discussion tool](#) question - "What aids, services, supports, and accommodations does the family/student feel are most helpful? Why?"
- g. Communicate with families about the level of services their child is receiving on a regular basis throughout the school year.
- h. Create an example of the IEP and review it with families to ensure they fully understand the IEP process.
- i. Allow families to tour the school to see where services will be provided, highlighting relevant supports the student would be using.
- j. Ask families when and where they think services are needed in order for their child to be successful.
- k. Provide a copy of the daily and/or weekly class schedule with times and places clearly indicated, including transitions and unstructured times.

# A New Opportunity!

2018 . . .

WSPEI organized a planning stipend and Waukesha was the first district approached

**\*\*What do parents in Waukesha tell us they need and want?**

**\*\* Can this planning stipend help us**

# Expectations of the Stipend

Planning team - leaders in special education, general education peers, parents

Survey and Book Study

Educational sessions for all special ed staff

Karen Mapp conference - whole team

Literacy Series



# Build a team with LEADERS

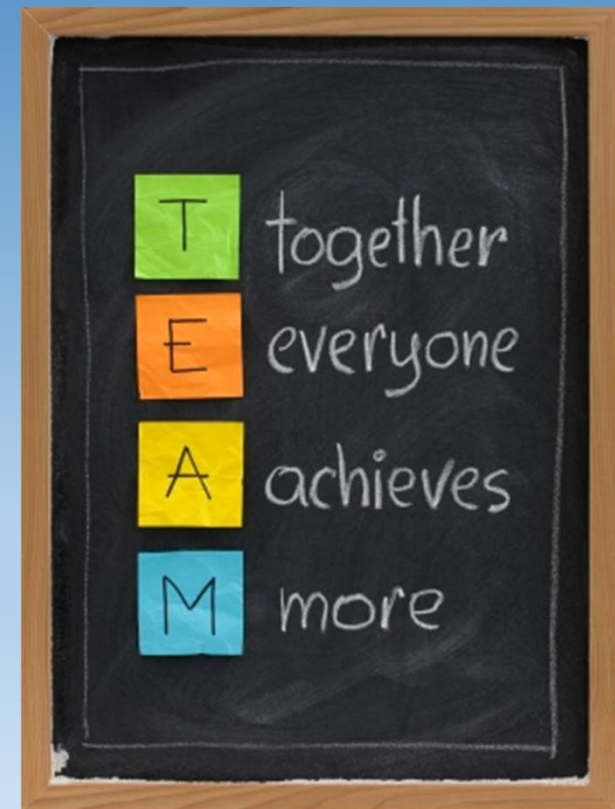
The Planning Team activities:

Self-assessment

Survey data review

Book study + Karen Mapp

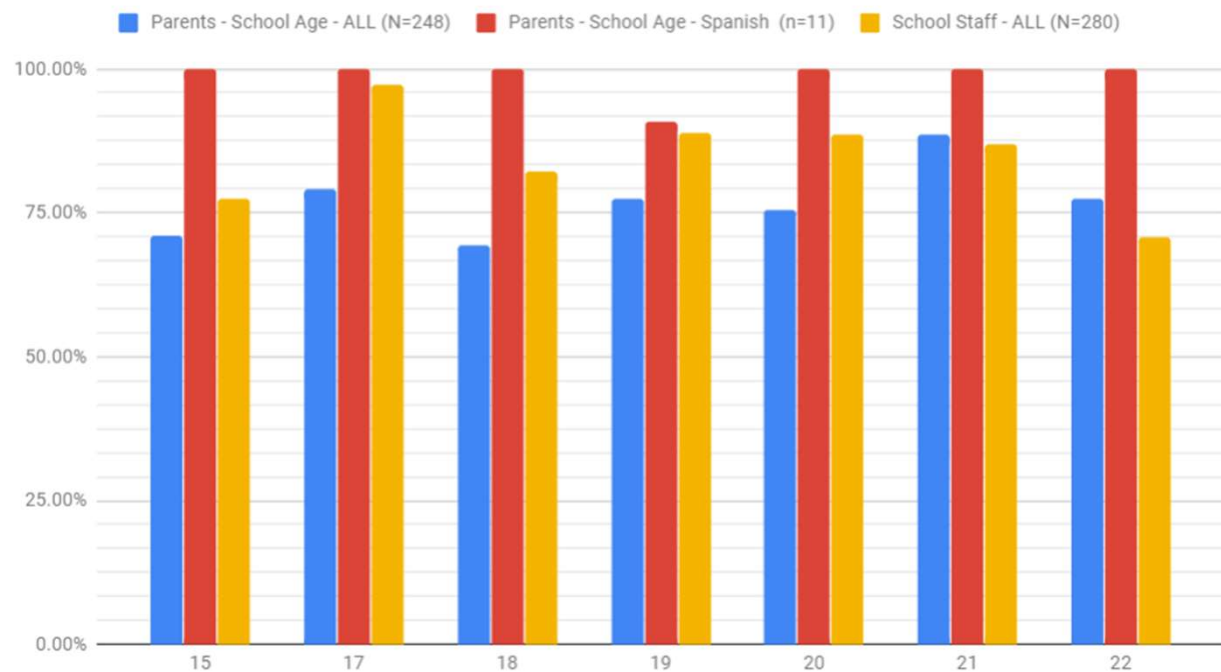
Creative and Invested!



# Waukesha Indicator 8 Crosswalk

## Waukesha Indicator 8 Crosswalk

Percent Agreement on Indicator 8 Survey Statements



The survey results . . .



Preparing staff for PCSA . . .



Aligning the work!

# Staff Engagement

August Summer Institute - pro dev for all educators.  
80 staff attended [Powerful Partnerships](#) presentation  
- feedback was highly positive!

September - pro dev sessions for all special educators.  
200 staff attended PCSA introductory sessions and  
learned that family engagement  
strategies will support your accuracy  
on PCSA standards, too.

# Engagement Goal for 2019-20

Survey Statement 15: School staff offer me information about one or more community services . . .

[SDW Spec Ed Community and Transition Resources](#)

Staff are encouraged to share this site in every meeting -



IEPs, conferences, email signature, etc.

# Crosswalk -> PCSA Preparation

## ANNUAL IEPs ~ compliance statement 2

In developing the student's IEP, the IEP team considered the strengths of the child and the concerns of the parents for enhancing the student's education. Look for areas I.A. and I.D.

[Student Snapshot - English](#)

[Student Snapshot - Spanish](#)



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**INDIVIDUALIZED EDUCATION PROGRAM:  
LINKING PRESENT LEVELS, NEEDS, GOALS, AND SERVICES FORM**  
Form I-4LF (Rev. 5/2018)

**School District of Waukesha**

Name of Student: <b>Ernie Example</b>	WISEid: <u>                    </u>	LEA Student ID: <b>7654321</b>
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**I. INFORMATION ABOUT THE STUDENT**

**A. STRENGTHS**  
Describe the student's strengths (including academic skills, communication skills, social and emotional skills, and interests):

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**D. CONCERNS OF THE PARENTS/FAMILY**

**1. Describe the concerns of the parents/family for enhancing the education of the student. This may include concerns about reading achievement, early language/communication or early literacy skills, other academic areas, social-emotional needs, sensory needs, behavior, the child's future postsecondary transition etc.**

**2. Describe the concerns (if any) of the student for enhancing their education:**

# Engagement Goal for 2019-20

**Statement 22: Everyone who works with my child knows about the accommodations, modifications or supports in my child's IEP.**

## Strategy/Activity to Address

- a. Allow families to tour the school to see where services will be provided, highlighting relevant supports the student would be using.
- b. Ask families when and where they think services are needed in order for their child to be successful.
- c. Provide a copy of the daily and/or weekly class schedule with times and places clearly indicated, including transitions and unstructured times.
- d. Communicate with families about the level of services their child is receiving on a regular basis throughout the school year.
- e. Create an example/draft of the IEP and review it with families to ensure they fully understand the IEP process.
- f. Utilize a signature page for all staff members involved to sign indicating they have read and understand the information. Keep this in the student's file.
- g. Explain to the family exactly how information in the IEP will be disseminated to pertinent staff members and who does and does not have access to that information.
- h. Be sure to include regular education teachers and teaching teams in the IEP meeting. Discuss how accommodations will be used in the inclusive classroom.
- i. Make sure the child is seen as a person first; and a special needs students second. [Person-First Language](#)
- j. Be sure that paraprofessionals, food service workers, bus/transportation personnel, and custodians, as appropriate, have information about the accommodations and supports in the student's IEP

# Crosswalk -> PCSA Preparation

## IMPLEMENTATION ~ compliance statements 1, 2, 3

The LEA ensures the specially designed instruction listed in the IEP is provided as described.

The LEA ensures the supplementary aids and services listed in the IEP are provided as described.

In the case of a student whose behavior impedes his/her learning or that of others, the positive behavioral interventions, supports and other strategies to address the behavior were implemented as described in the student's IEP.



## IEP at a Glance & Accountability

How do we share with staff?  
How do we make it available?  
How do we do check ins?

# Engagement Goal for 2019-20

Statement 18: School staff offer me activities or strategies to support my child's learning outside of school.  
Offered in English and Spanish:

[SDW Spec Ed Community & Transition Resources](#)

Literacy Series - Four schools hosting 3 events  
each

Family Engagement Round Tables:



CCR IEPs for Families  
Transition Planning  
Home/School

Communication

# Crosswalk -> PCSA Preparation

## ANNUAL IEPs ~ compliance statement 2

In developing the student's IEP, the IEP team considered the strengths of the child and the concerns of the parents for enhancing the student's education. Look for areas I.A. and I.D.

[Student Snapshot - English](#)

[Student Snapshot - Spanish](#)



### INDIVIDUALIZED EDUCATION PROGRAM:

#### LINKING PRESENT LEVELS, NEEDS, GOALS, AND SERVICES FORM

Form I-4LF (Rev. 5/2018)

Page 1 of 6

School District of Waukesha

Name of Student: Ernie Example

WISEid:

LEA Student ID: 7654321

### I. INFORMATION ABOUT THE STUDENT

#### A. STRENGTHS

Describe the student's strengths (including academic skills, communication skills, social and emotional skills, and interests):

#### D. CONCERNS OF THE PARENTS/FAMILY

1. Describe the concerns of the parents/family for enhancing the education of the student. This may include concerns about reading achievement, early language/communication or early literacy skills, other academic areas, social-emotional needs, sensory needs, behavior, the child's future postsecondary transition etc.

2. Describe the concerns (if any) of the student for enhancing their education:

# Engagement Goal for 2019-20

**Statement 17: Families are satisfied with frequency of school updates on child's progress on IEP goals.**

**\*Interesting discrepancy in survey . . .**

**Staff agreement 97%**

**Parent agreement 79%**

**Might the staff and parents be thinking of different types of communication?**

Strategy/Activity to Address
a. Be clear and consistent about when, how, and to whom progress information will be shared
b. Provide families an example of an IEP goals progress report
c. Contact the family with positive information about their child periodically.
d. Ask families the best way to contact them and honor that.
<b>Resources:</b> <a href="#">I-6 Interim Review of IEP Goals Document</a>

# Crosswalk -> PCSA Preparation

**ANNUAL IEPs ~ compliance statements 11,  
17**

**IMPLEMENTATION ~ compliance statement 4**

If there is a need affecting reading, each annual goal ... includes a statement of how the student's progress toward achieving the goal will be measured.

The IEP team must meet to review the student's IEP periodically ... to determine whether the annual goals for the student are being achieved and to revise the IEP as appropriate to address any lack of expected progress toward the annual goals and in gen ed.

Periodic reports are provided to parents as specified in the IEP on the progress the student is making toward meeting each goal.



*Lowest compliance  
across the state*

**Progress Reports  
accountability:**

**Consistent format  
Consistent delivery  
Documentation**

# What else?

New survey questions 19 and 20

General education information

Fostering independence and  
advocacy

Student snapshot encouragement



# Resources from today's session:

- WSPEI Family Engagement Planning Stipend - [WSPEI Stipend](#)
- RDA-PCSA vs Indicator 8 Comparison Crosswalk - [PCSA-Ind 8](#)
- DPI Webpage for SPED District [Profiles](#)
- CCR-IEP Family Engagement Resources [Livebinder](#)
- WSPEI CESA Family Engagement Coordinators - <https://wspei.org/>

# Contact Information:

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спасибо  
danke 謝謝  
ngiyabonga  
teşekkür ederim  
tapadh leat  
gracias  
mochchakkeram  
go raibh maith agat  
arigatō  
takk  
dakujem  
merci  
ευχαριστώ  
감사합니다  
terima kasih  
kop khun krap  
sukriya  
sagolun  
dziękuję  
hvala  
mauriuru  
bedankt  
obrigado